May 17th through May 21th

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| ENGLISH IIB | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objective** | - Students will be able to describe the setting and main characters of *The Crucible*.  -Student will be able to summarize the usefulness of Google Books / EBooks / ect | -Students will identify with the citizens of Salem, MA during the Salem witch Trials.  -Students will be able to defend their choices and answers to their peers. | Students will listen and read along to Act 1 of *The Crucible*. | Student will be assess according to Colorado State Assessment Program | Students will review Act I with RB and analyze the film. |
| **Agenda** | Students will view the film and read the introduction to *The Crucible*.  1. Opener: What do you know about the Salem Witch Trials? Write as much as you can – If you don’t know make a predictions.  2. View the first 20 minutes ***The Crucible*[[1]](#footnote-2)**  3. Read as a class *The Crucible* on <http://books.google.com/> [[2]](#footnote-3) **Show them how to get a ebook or audio copy from** [**http://evld.org/**](http://evld.org/) **[[3]](#footnote-4)**  **a.** Think/ Pair/ Share then discuss --why we can only view a few pages of the play? copyright laws  **4.**. Model how to answer ‘The Prologue’[[4]](#footnote-5) questions on a *google word document* and “share” with me. | Student will complete a webquest and answer questions on a *google form* (see attach lesson plan).  **1. Opener – email “Thursday” [[5]](#footnote-6) -**  **2. -model how to use** <http://www.nationalgeographic.com/salem/> **Show students the two choices[[6]](#footnote-7) google forms (worksheets).**  **3. Closer: Two groups (Witch or Not Witch) dicuss their decision. Show students the “spread sheet”[[7]](#footnote-8) compare answers. Have student defend their positions with evidence.** | The Crucible Act 1. We will listen to the audio cd and read along.  1. Opener – Do you think your trial yesterday was fair? Explain with a good thesis and give evidence in paragraph.  2. What questions can we answer in the Questions for Act 1? Think/ Pair / Share.  3. Start reading Act I along with cd[[8]](#footnote-9). Stop to make connections to the video and yesterday’s webquest.  4. Closer: What questions can we answer now? Think/ Pair / Share. | Student will be taking NWEA for a majority of the period.  1. NWEA TESTING  2. When finished read letter from Evan[[9]](#footnote-10) and send him an email response. | Students will you film and AV resources to examine *The Crucible*.  1. Opener – Rocket Books - Act I -A DVD Study Guide[[10]](#footnote-11)  2. Pass out questions for Analyzing film[[11]](#footnote-12) and stop often to check for understanding and mute sound to predict…  Closer: What questions can we answer on Film or Act 1 questions |
| **Deliverables to me** | Collect prologue questions / finish for homework. | Google Form - | - Student will finish reading at home. | Letter to Evan by Monday – will grade | Complete Act 1 questions (packet due Friday / Film questions due Tuesday |
| **Standards** | **ISTE 5: Digital Citizenship**   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.  Standard 4: SWBT recognizing an author's point of view, purpose, and historical and cultural context | ISTE 4: Critical Thinking, Problem Solving, and Decision Making   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.  Standard 2: Compare new information with background knowledge, compare and contrast info, differentiate fact from opinion, analyze plays | ISTE 3: Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.  Standard 6: Students will reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area  and technical material, plays, essays, and speeches; | NWEA testing.  **ISTE 2: Communication and Collaboration** students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. | ISTE 3: Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.  Standard 1:Students read and understand a variety of materials |
| **Deliverables to students** | Have DVD , Prologue questions | Email all students presentation and forms | Have audio cd | Have Evan’s email posted on google site. | As you watch the film - questions |

May 24th through May 28th

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| ENGLISH IIB | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objective** | Students will listen and read along to Act II of *The Crucible*. | Students will review, listen and read along to Act II. | Students will summarize Act 1 and/or Act II using www.goanimate .com | Students will complete their review questions and animation. | Assess students knowledge of Act 1 – II. |
| **Agenda** | Read first two scenes of Act II of and start on their animated summaries.  1. Opener: Has there every been a time you were accused of a “crime” you didn’t commit? If not make it up…  2. Use the Rocketbooks DVD to review yesterday’s reading.  3. Read along with audio cd Act II scene 1-2. Stop to check for understanding and to answer questions.  4. Closer: Finish last minutes of the film. | Review withRocketbooks and finish reading Act II  1. Opener: Who is your favorite character as this point. Describe in a good paragraph with thesis.  2. Use the Rocketbooks DVD to review yesterday’s reading.  3. Finish reading Act II along with audio cd. Students answer questions in preparation for quiz (Friday). Stop often..  4. Closer: Go over questions from Film and collect. Packet due Friday. | Rocketbooks finish Act II and start on animation summaries.  1. Opener – Rocketbook first half of Act II analysis. (Quiz questions count as ‘opener)  2. Review computer procedures and expectations. Have student start summarizing what we have read so far.  3. Closer: have student email what they have so far… discuss issues with the technology and what they are doing. | Review questions and finish animation.  1. Opener - Rocketbook second half of Act II analysis. (Quiz questions count as ‘opener)  2. Student work on animation and review questions.  3. Closer: Remind of tomorrow quiz and deliverables. | Quiz over Act I – II[[12]](#footnote-13), present / view animations – vote on “best in class”  1. Opener – None. Collect questions and get started on quiz.  2. When they are finished with the Quiz they are to put the finishing touches on their animation be ready at 20 till.  3. Closer: View each other’s animation and vote for best in class |
| **Deliverables to me** | Film questions due by tomorrow. Did you write Evan? | Film analysis questions – finish reading Act II | Email work to me | Lost of stuff do tomorrow! | Grade. |
| **Standards** | ISTE 3: Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.  Standard 3: Student will recognizing an author's point of view, purpose, and historical and cultural context | ISTE 3: Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.  Standard 1:Students read and understand a variety of materials | ISTE: **1. Creativity and Innovation**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology  Standard 5: Students read to locate, select, and make use of relevant  information from a variety of media, reference, and  technological sources. | ISTE: **1. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology  Standard 5: Students read to locate, select, and make use of relevant  information from a variety of media, reference, and  technological sources. | ISTE**: 1. Creativity and Innovation**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology  Standard 5: Students read to locate, select, and make use of relevant  information from a variety of media, reference, and  technological sources. |
| **Deliverables to students** | Grade last week’s deliverable. |  | Rockbooks | Rockbooks | Get Quiz ready! |

1. *The Crucible*. Dir. Nicholas Hytner. Screenplay by Arthur Miller. Perf. Daniel Day-Lewis and Winona Ryder. FOX, 1996. DVD. Arthur Miller wrote the play and the screenplay. [↑](#footnote-ref-2)
2. [**http://books.google.com/books?id=I3r1MR1kC8C&printsec=frontcover&dq=the+crucible&hl=en&ei=OeL9S7gBYn4MLysqJ8N&sa=X&oi=book\_result&ct=book-preview-link&resnum=1&ved=0CC0QuwUwAA#v=onepage&q&f=false**](http://books.google.com/books?id=I3r1MR1kC8C&printsec=frontcover&dq=the+crucible&hl=en&ei=OeL9S7gBYn4MLysqJ8N&sa=X&oi=book_result&ct=book-preview-link&resnum=1&ved=0CC0QuwUwAA#v=onepage&q&f=false) [↑](#footnote-ref-3)
3. <http://marmot.lib.overdrive.com/3A35F0F0-3F6C-479C-854F-92C432E2827B/10/398/en/ContentDetails.htm?ID=2BADA9C6-4427-48D7-B5D6-A81BB34C47C5> and <http://marmot.lib.overdrive.com/3A35F0F0-3F6C-479C-854F-92C432E2827B/10/398/en/ContentDetails.htm?ID=3AB357EE-71A1-454D-8554-2FD29B3A699C> [↑](#footnote-ref-4)
4. A world document called “Prologue Questions” included with documents [↑](#footnote-ref-5)
5. <https://docs.google.com/present/edit?id=0AXoamIQ-t6a8ZGNidGh6NG1fMTIxNGIzcDg4ZnA&hl=en> [↑](#footnote-ref-6)
6. <https://spreadsheets.google.com/viewform?formkey=dERaSjRtZWFCRVc2OC01SHlyaG00Y3c6MQ> and <https://spreadsheets.google.com/viewform?formkey=dG1ULW9zdWJFWlRFQ2JaczBHVzBiS2c6MQ> [↑](#footnote-ref-7)
7. <https://spreadsheets.google.com/ccc?key=0AnoamIQ-t6a8dG1ULW9zdWJFWlRFQ2JaczBHVzBiS2c&hl=en> and <https://spreadsheets.google.com/ccc?key=0AnoamIQ-t6a8dERaSjRtZWFCRVc2OC01SHlyaG00Y3c&hl=en> [↑](#footnote-ref-8)
8. Miller, Arthur. *The Crucible*. 1952. Read by Richard Dreyfuss and Ed Begley Jr. Compact Disk. L.A. Theatre Works, 2006. [↑](#footnote-ref-9)
9. Evan is a friend of mine who is a Special Forces Medic in Iraq. We correspond through the trimester. I post his letters to the students here, <https://sites.google.com/site/sarasnowwhite/assignments> and the student cc: me on their emails to Evan. [↑](#footnote-ref-10)
10. *The Crucible [videorecording] : a DVD Study Guide / Created by Steve Emerson ; Executive Producers, Steve Emerson, Rich Roberge.* By Michaele Shapiro and Victoria Simmons. Perf. Drew Lavey. Portland, Ore. : Rocketbook, 2005. DVD. [↑](#footnote-ref-11)
11. A word document called “As You Watch the Film” included with documents. [↑](#footnote-ref-12)
12. The quiz form, <https://spreadsheets.google.com/viewform?formkey=dERId2V0Y3VqNDRIN09VdFhXbGlwRnc6MQ> and their answers <https://spreadsheets.google.com/ccc?key=0AnoamIQ-t6a8dERId2V0Y3VqNDRIN09VdFhXbGlwRnc&hl=en> [↑](#footnote-ref-13)